

MSW Policy, Administration and Community (PAC)
(2nd-Year MSW Field Placement)
Student Performance Evaluation in Field Experience

This evaluation instrument for **Policy, Administration and Community** students is designed to fulfill several purposes. It provides feedback to the student on the past semester's performance, it provides a basis for the semester grade, and it keeps the School of Social Work informed about student performance in the field. Your honest evaluation is extremely helpful to the student and the School. Demonstration of high standards of ethics is paramount to professional Social Work practice. Students must earn a score of three or higher on each of the items in Section A: Professional Values and Ethics to successfully complete Field Education. A score below three on any of the items in Section A will result in the student earning a failing grade for the semester or placement.

The primary focus of this PAC placement may be on administration, community practice, or policy practice. However, some projects included in the contract may meet objectives within areas outside the primary focus. Part III assessments include an N/A option to be used where no project includes activity in that area.

Procedures:

The following procedures should be followed:

1. Student and field instructor complete rating scale independently.
2. Student and field instructor discuss ratings.
3. The student must demonstrate a score of three or higher in Part 1: Values and Attitudes. A score below three on any of these items will result in the student receiving a failing grade.
4. Field Instructor fills out Parts II and III for the review.
5. Student and Field Instructor fill out Part IV jointly.

Instructions to the Student:

This rating scale is for the evaluation of your field performance. Before meeting with your field instructor, you should fill this scale out by yourself. Select the number which best represents what you consider your level of proficiency. This is your opportunity to evaluate yourself—to discover your strengths and weaknesses. Your honest evaluation is the best assurance of a useful, productive evaluation conference. Sign electronically to complete the form.

Instructions to the Field Instructor:

This scale is for the evaluation of the student you are supervising. Go through the scale and circle the number that represents your perception of the student's level of proficiency. The student will also evaluate him/herself. Add comments to elaborate and clarify. When both student and field instructor have completed the form, discuss your perception and basis for judgments. Third, student and field instructor fill out the Student Performance Review section which deals specifically with objectives from the field contract. Lastly, meet with the assigned field liaison to discuss this evaluation.

Student's Name:

ASU ID No.:

Semester/Year:

Circle Course No.: SWG 643 **OR** SWG 644

Field Agency:

Field instructor:

Field Liaison:

PART I: VALUES AND ATTITUDES

I.A. PROFESSIONAL VALUES AND ETHICS

	1	2	3	4	5
I.A.1. Personal conduct and performance. [EPAS 2.1.1]		Demonstrates low standards	Demonstrates acceptable standards		Demonstrates the highest standards
I.A.2. NASW Code of Ethics and agency professional standards. (EPAS 2.1.2)		Demonstrates low integrity	Demonstrates an acceptable level of integrity		Demonstrates the highest level of integrity
I.A.3. Utilization of knowledge base and a scholarly approach to practice. [EPAS 2.1.3]		Demonstrates low utilization	Demonstrates an acceptable level of utilization		Demonstrates strong utilization

Comments:

I.B. PROFESSIONAL ROLES AND RESPONSIBILITIES

	1	2	3	4	5
I.B.1. Respect for diversity and responsiveness toward clients and colleagues of different cultures. [EPAS 2.1.4]		Rarely shows respect and responsiveness	Usually shows respect and responsiveness		Consistently shows respect and responsiveness
I.B.2. Treats colleagues with respect, fairness and courtesy and promotes positive working relationships. [EPAS 2.1.1]		Rarely disrupts working relationships	Neither promotes nor disrupts positive working relationships		Makes every effort to promote positive working relationships
I.B.3. Uses supervision and consultation effectively. [EPAS 2.1.1]		Demonstrates a poor attitude toward supervision	Makes some but not full use of supervision		Makes every effort to learn from supervision

Comments:

I.C. TOWARD PLACEMENT AGENCY/ORGANIZATION

	1	2	3	4	5
I.C.1. Adheres to commitments made to placement agency/organization and demonstrates effective work and time management. [EPAS 2.1.1]	Keeps few commitments		Keeps most commitments		Keeps all commitments
I.C.2. Makes good professional use of agency policy, procedures and structures. [EPAS 2.1.8]	Utilizes very ineffectively		Utilizes at a minimally acceptable level		Makes excellent use
I.C.3. Identifies needed organizational changes and approaches change efforts in a positive and professional manner. [EPAS 2.1.8; 2.1.9]	Very ineffective at identifying and initiating needed change		Somewhat skillful at identifying and initiating needed change		Extremely skillful at identifying and initiating needed change

Comments:

I.D. TOWARD THE COMMUNITY AND ITS RESOURCES

	1	2	3	4	5
I.D.1. Identifies needed community changes and approaches the change effort in a positive and professional manner. [EPAS 2.1.1; 2.1.7; 2.1.8; 2.1.9]	Very ineffective at identifying and initiating needed change		Somewhat effective at identifying and initiating needed change		Extremely skillful at identifying and initiating needed change

Comments:

PART II: SKILLS

	1	2	3	4	5
II.1. Verbal Communications [EPAS 2.1.1; 2.1.3]	Very poor verbal Skills		Adequate verbal skills		Outstanding verbal skills
	1	2	3	4	5
II.2. Written Communications [EPAS 2.1.1; 2.1.3]	Very poor writing skills		Adequate writing skills		Outstanding writing skills
	1	2	3	4	5
II.3. Time Management Skills [EPAS 2.1.1; 2.1.2]	Very poor work time management skills		Adequate time management skills		Outstanding time management skills
	1	2	3	4	5
II.4 Organization of work [EPAS 2.1.1; 2.1.2]	Very poor work organization skills		Adequate work organization skills		Outstanding work organization skills
	1	2	3	4	5
II.5 Committed to personal/professional balance [EPAS 2.1.1; 2.1.2; 2.1.3]	Very poor personal/professional balance		Adequate personal/professional balance		Outstanding personal/professional balance

Comments:

PART III: CONTENT AREA OBJECTIVES

	Demonstrated a very low level of application of this content area		Demonstrated an adequate level of application of this content area	Demonstrated a very high level of application of this content area		
<p>III.A.1. <i>Problem Identification, Problem Analysis and Needs Assessment:</i> Student demonstrated understanding of how to analyze client needs and community problems. [EPAS 2.1.3; 2.1.4; 2.1.6; 2.1.7; 2.1.8; 2.1.10(b)]</p>	1	2	3	4	5	N/A
<p>III.A.2. <i>Goals and Objectives:</i> Student demonstrated ability to define and apply a planning system using purpose, goals, objectives, and action steps with objectives written in observable, measurable terms. [EPAS 2.1.2; 2.1.3; 2.1.6]</p>	1	2	3	4	5	N/A
<p>III.A.3. <i>Program Design and Implementation:</i> Student demonstrated ability to identify and define input, throughput, output and outcome elements of a program. [EPAS 2.1.5; 2.1.9; 2.1.10(c); 2.1.10(d)]</p>	1	2	3	4	5	N/A
<p>III.A.4. <i>Management Information Systems:</i> Student demonstrated ability to create output documents that are useful in decision making, input documents which are efficient and considered useful by those who complete them, and the ability to depict a data collection system in flow-chart form. [EPAS 2.1.3; 2.1.6]</p>	1	2	3	4	5	N/A
<p>III.A.5. <i>Program Evaluation:</i> Student demonstrated ability to design an evaluation system which includes measurement of client process/output/outcome and assessment of client satisfaction within a framework which explicitly values consumer/citizen participation. [EPAS 2.1.3; 2.1.6; 2.1.10(d)]</p>	1	2	3	4	5	N/A
<p>III.A.6 <i>Budgeting:</i> Student demonstrated ability to take basic budget data and create a functional or program budget. [EPAS 2.1.6; 2.1.9]</p>	1	2	3	4	5	N/A

Comments:

Demonstrated a very low level of application of this content area	Demonstrated an adequate level of application of this content area	Demonstrated a very high level of application of this content area
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III.B.1.

The Organization as a System: Student demonstrated ability to identify the significant components of the field agency system including mission statement, organizational structure, job design, motivation and reward system and communication and control systems.
[EPAS 2.1.6; 2.1.9]

1	2	3	4	5	N/A
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III.B.2.

Agency Policies and Procedures: Student demonstrated ability to identify consistencies and inconsistencies within the agency system of policies, procedures, and administrative style.
[EPAS 2.1.6; 2.1.9]

1	2	3	4	5	N/A
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III.B.3.

Personnel Policies and Procedures: Student demonstrated ability to describe field agency's policies and procedures for recruitment, selection, hiring, AA/EEO, performance planning and evaluation, staff development and training, and termination.
[EPAS 2.1.1; 2.1.6]

1	2	3	4	5	N/A
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III.B.4.

Management Skills: Student demonstrated ability to coordinate efforts involving diverse or competing interests through bargaining and negotiation skills. Student staffed at least one committee. Student can identify own and field instructor's leadership styles.
[EPAS 2.1.1; 2.1.6]

1	2	3	4	5	N/A
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Comments:

	Demonstrated a very low level of application of this content area		Demonstrated an adequate level of application of this content area	Demonstrated a very high level of application of this content area		
	1	2	3	4	5	
<p>III.C.1. <i>Staff Task Oriented Groups:</i> Student demonstrated knowledge and skill in staffing effective and efficient task oriented work groups reflecting diverse people and perspectives. [EPAS 2.1.10(a)]</p>	1	2	3	4	5	N/A
<p>III.C.2. <i>Citizen and Consumer Participation:</i> Student demonstrated knowledge and skill in involving a broad spectrum of citizens and consumers in human service planning and community development/organization efforts. [EPAS 2.1.4; 2.1.5; 2.1.8; 2.1.10(a); 2.1.10(c)]</p>	1	2	3	4	5	N/A
<p>III.C.3. <i>Diversity in Participation:</i> Student encouraged and facilitated the participation of persons and interests that historically have been under-represented in community affairs, including for example, low income persons, women, people of color, elders, youth, people with disabilities, LGBTQ people, and persons in rural areas. [EPAS 2.1.1; 2.1.4]</p>	1	2	3	4	5	N/A
<p>III.C.4. <i>Bargaining and Negotiating:</i> Student demonstrated knowledge and skill in resolving a conflict or issue in an organization, service system or community. [EPAS 2.1.9; 2.1.10(a)]</p>	1	2	3	4	5	N/A
<p>III.C.5. <i>Burn Out:</i> Student demonstrated knowledge and skill in identifying, preventing and coping with burn out by professionals, citizens and consumers involved in human service, planning and community development/organization efforts. [EPAS 2.1.1; 2.1.4]</p>	1	2	3	4	5	N/A

Comments:

Demonstrated a very low level of application of this content area	Demonstrated an adequate level of application of this content area	Demonstrated a very high level of application of this content area
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III.D.1.

Policy Analysis: Student demonstrated ability to identify and critically analyze a public policy issue related to increasing social or economic justice for a population served by the agency.
[EPAS 2.1.4; 2.1.5; 2.1.8]

1	2	3	4	5	N/A
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III.D.2.

Social Welfare Policy Research: Student demonstrated ability to research one or more state or federal proposals (bills, rules, regulations) related to the issue above, or to another concern of the agency, and to identify and work with relevant coalitions or advocacy groups.
[EPAS 2.1.8; 2.1.9]

1	2	3	4	5	N/A
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III.D.3.

Influencing the Policy Process: Student demonstrated knowledge and skill in advocating for or against the proposed bill, rule, or regulation.
[EPAS 2.1.8; 2.1.9]

1	2	3	4	5	N/A
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Comments:

PART IV: STUDENT PERFORMANCE REVIEW

Rating Criteria:

- 1 = Unsatisfactory
- 2 = Needs Improvement
- 3 = Satisfactory
- 4 = More Than Satisfactory
- 5 = Superior
- N/A = work not started

List contract objectives or other field assignments/activities by title or brief description.	Comments	Rating
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Additional Comments:

PART V: GRADE

MSW Policy, Administration and Community Practice (PAC)

(2nd-Year MSW Field Placement)

Demonstration of high standards of ethics is paramount to professional Social Work practice. Students must earn a score of three or higher on each of the items in Part 1: Values and Ethics to successfully complete Field Education. A score below three on any of the items in Part 1 will result in the student earning a failing grade for the semester or placement.

Recommended Grade for the Field Practicum:

Pass (Y)

Incomplete (I)

Fail (E)

(Student must fill out and sign a "Request for Grade of Incomplete" Form, and Field Instructor must also sign it).

Field Instructor's Signature: _____ **Date:** _____

Student's Signature: _____ **Date:** _____

Field Liaison's Signature: _____ **Date:** _____